185 province basis, have dealt with and for a network of local cooperatives. All provincial banking is said to have been monopolized by a Sinkiang Commercial Bank. Together with a Reconstruction Commission, these organizations have been at the core of the new provincial economy. What the administration of the New Sinkiang has been able to do on the basis of this arrangement—in terms of admittedly incomplete and in many cases generalized or proximate data—is indicated below.

*Education*

871 Tu Chung-yüan, himself one-time Chancellor of Education in the New Sinkiang, suggests that, second to political equality, the border has long wanted educational equality as the means to gain true autonomy for the racial groups of Sinkiang. The New Sinkiang accordingly made expansion of education fundamental to her reconstruction program. That is the basis upon which the number of students in the province reportedly leaped from less than 3,000 before 1933 to well over 150,000 by 1936. By August of that year around 2,300 educational institutions are said to have been established in Sinkiang. These included one college of law and political science, several middle schools, probably over two hundred primary schools, around one hundred so-called people's schools, and from one to two thousand private schools. There is good reason to believe that by 1943 there was an even greater number of educated persons and educational institutions.

873 There has also been, apparently distinct from the above-named institutions, a new and special kind of emphasis on education of cultural minorities and majorities. This has largely been effected through what are called Cultural Progress Societies. In 1936 these existed for the Wei-wu-erh, Ha-sa-k'o, Hui, Meng-ku, T'a-t'a-erh, Kuei-hua, and Han. Figures on the next page suggest the extent to which the work of the first three mentioned societies has been carried.

871 Students, no matter whether in attendance at the University, at a middle school, or at a primary school, are aided by the provincial government. In the case of the University, the Normal School, and the "First Middle School," students have even been given "pocket money."

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SOME WORK OF THE CULTURAL PROGRESS SOCIETIES OF SINKIANG (1936)

| *Society* | *Wei-wu-erh* | *Ha-sa-k'o* | *Hui* | *Totals* |
|---|---|---|---|---|
| Central Office | 1 | 1 | 1 | 3 |
| Regional Branches | 8 | 5 | 3 | 16 |
| County Branches | 41 | 8 | 14 | 63 |
| Village Branches | 23 | ? | ? | 23+? |
| Total Educational Institutions | 1,980 | 207 | 37 | 2,224 |
| Total Students | 129,649 | 10,194 | 2,700 | 142,543 |

*Currency and Finance*

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For currency stabilization and a practicable operating budget, Sinkiang Province has persistently required outside financial help. Not only was this true in the old days of the Chinese Empire but it was particularly true in the period just before and during Sheng Shih-ts'ai's rise to power. In the 1934-1941 period Sheng met the situation mainly by internal reforms and aid from Soviet Russia. But he has not yet got the problem licked.

For decades after the province was established, Sinkiang operated on a substratum of financial subsidy. The first annual grant came from the Manchu government and amounted to 600,000 taels. This was gradually increased until in 1905 it had risen to 2,980,000 taels. With the abdication of the Manchu Dynasty and the establishment of the Chinese Republic in 1912, the old subsidies—one year excepted—were discontinued. Various measures were taken in an attempt to cope with the new situation, but the principal method used for many years thereafter was issuance of provincial notes. These notes in turn began to bring on Sinkiang inflation. By 1934 that inflation had become seriously disturbing to the provincial economy.

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Sinkiang has had a wide variety of mediums of exchange. Formerly, in addition to paper notes, these included silver coins, stamped silver "shoes," irregular bullion, and at times tea or even sheep. Paper provincial notes were first circulated in 1899, and were backed by a Tihwa cash reserve. Later "oil cloth notes" *(yu-pu piao)* were also issued by provincial bureaus at Sui-ting and Kashgar. These had a

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The Communists are, however, careful in giving the appearance of promoting the special characteristics of the different nationalities, and of using national forms in teaching. Where the nationalities have written languages, they are used in textbooks. In the last few years there have been compiled, translated, published and supplied more than four million copies of middle and primary school textbooks in Uighur, Kazakh, Russian, Mongolian, Uzbek, Tatar and Kirghiz. The new teaching material used has been as far as possible adapted to the actual living conditions of the different nationalities, and teaching methods have been adopted which are familiar to the different nationalities and suitable to their mentalities.

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2. Higher education

Efforts to build up institutions of higher education for the nationalities have been particularly publicized. The Sinkiang Medical College and the August First Agricultural College have been mentioned earlier. Of particular importance, however, were the institutions for the training of nationality cadres. The foremost school in the country which serves this purpose is the Nationalities School in Peking (See IMAR Handbook, Education). The Northwest, however, has two institutions of its own, the Sinkiang Nationality College at Urumchi, Sinkiang, and the Northwest Nationality College at Lanchou, Kansu.

The Northwest Nationality College was reorganized in 1950 from the so-called Study Class on Problems of the Tibetans. Up to 1953, it had graduated more than 1,800 students and in 1953 it was attended by more than 1,300 students from 13 different nationalities. The school includes three sections:

(1) The training class of administrative cadres:

(2) The College, with four departments, namely, languages, political science, law, and animal husbandry and veterinary medicine. The students majoring in law or political science graduate in two years; those majoring in languages or animal husbandry and veterinary medicine graduate in three years.

(3) The sub-freshman.

On February 18, 1954, Jen-min jih-pao reported that up to then the Northwest Nationality College in Lanchou graduated 2,573 students; and that there were 786 students in attendance. These students came from thirteen nationalities, namely, Mongol, Tibetan, Uighur, Chinese Moslems, T'u-sin (Mongours), Tung-hsiang, Salar, Pao-an, Yü-ku, Kazakh, Uzbek, Manchu and Chinese. Teaching was offered in all these languages.

On January 10, 1955, the New China News Agency reported that the Northwest Nationality College graduated another 465 students of the various nationalities. Most of these were "positive elements" in the pastoral areas and minority cadres serving in the government above the ch'ü level in Kansu, Chinghai

and Shensi. Of them 342 had attended the college to learn the spoken and written languages of the Mongols, Tibetans and Uighurs.

Sinkiang Nationality College has a different background. Before 1949 it had been a regular college, with about two hundred students, three-fourths of whom were Chinese and the rest minority nationalities. On October 1, 1950, the college was renamed as Sinkiang Nationality College and reorganized into five departments, namely, agriculture and forestry, animal husbandry, education, law and medicine. The number of students doubled, 89.3 per cent being of the minorities. Because of the shortage of faculty and equipment, the two classes of the department of medicine were transferred to Lanchou University and to the Physicians' School of the Provincial Public Health Bureau in 1951. Furthermore, because of the shortage of cadres in every field in Sinkiang, the students still in college were also called out to serve in the various branches of the government.

In 1952, the college authorities proposed to add a two-year curriculum, with the aim of preparing teachers in the secondary schools in Sinkiang. The college was then divided into two parts, the college and the junior college. The college took in students at the level of a regular senior middle school and graduated them in two years. The junior college took in students at the level of a regular junior middle school and graduated them in one year. This included the re-education of middle school teachers already teaching.

This College of Education was organized into five departments, so together with the three original departments, agriculture and forestry, animal husbandry and law, and the newly added art and physical education department, there were now nine departments and thirty-two classes. The number of students increased to 878, including Uighur, Kazakh, Uzbek, Kirghiz, Tartar, Sibo, Solon, Mongol, Chinese, Manchu and Chinese Moslems. Nationality students outnumbered Chinese ten to one.

The college library had about fifty thousand volumes. The shortage of faculty was serious. To solve the problem, the college depended upon students to teach students. Textbooks were also a problem, which was partially solved by using textbooks in Uzbek and Kazakh from the Soviet Union, and by re-editing and combining material from old Chinese textbooks and Soviet books. Up to August 1953, this college had graduated more than 250 cadres. In 1955 the college had eight departments and thirteen hundred students. Ninety-six per cent of the students were from the minority nationalities. Among the faculty were 350 Soviet Russians. (NCNA, November 1, 1955.)

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Table 6

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Secondary Education in the Northwest in 1946

| Province | Schools: Middle | Normal | Vocational | Total |
|---|---|---|---|---|
| Shensi | 143 | 65 | 29 | 237 |
| Kansu | 160 | 25 | 14 | 199 |
| Chinghai | 4 | 10 | 2 | 16 |
| Ninghsia | 5 | 6 | 2 | 13 |
| Sinkiang | 8 | 11 | 4 | 23 |

(Ministry of Education: The Second Educational Year Book, 1948.)

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Table 7

Development of Nationality Education in Sinkiang, 1952-1957

| | Secondary Schools | | Elementary Schools | |
|---|---|---|---|---|
| | No. of Schools | No. of Students | No. of Schools | No. of Students |
| 1952 (Report by Saifuddin in Hsin-hua Yüeh-pao 1955, No. 8, p. 118) | 41* | 14,874 | 1,800 | 331,870 |
| January 1953 (Report by Burkhan, Sinkiang jih-pao, Jan. 1, 1953) | 63 | 63.5% more than pre-1949 | 1,700=41% more than pre-1949 | 58% more than pre-1949 |
| July 1953 (JMJP, July 3, 1953) | 51 | 20,000=100% more than pre-1949 | | |
| 1953 (JMJP, May 22, 1954) | 60 | 23,000 | | |
| 1st half 1955 (Report by Burkhan, Hsin-hua Yüeh-pao 1955, No. 11, p. 33) | | 28,353=almost 200% more than pre-1949 | | 366,637=76% more than pre-1949 |
| 1957 (Plan) | 77** | 48,196 | 2,198 | 428,180 |

* Including one professional school with 557 students.

** Including three professional schools and eight normal schools.

S 175 668 871 [563] graduated in four years a total of 11,000 students into the ranks of the cadres. Deserving boys of Mongol descent were also sent to study in the Inner Mongolia Autonomous Region, which was regarded as the model for the national minorities.

Short-term Training Classes: The first thing the Chinese Communists did upon entering Sinkiang was to set up twenty-five classes to train cadres in three-to-six month courses. By summer of 1951, these training classes graduated 3,600 cadres from 13 different nationalities.

N *175 *668 873 Colleges: There were by 1955 thirteen institutions of higher education in the Northwest. The most important was the Northwest Revolutionary University located at Sian. Founded in 1950, it conducted courses on Marxism-Leninism and the writings of Mao Tse-tung with the aim of "reforming the intellectuals." (Ch'un-chung jih-pao, July 8, 1953). In 1953, after having graduated 12,000 cadres, its name was changed to Northwest Cadres School of Political and Legal Science. The Nationality College at N *[563] Lanchou was under the direction of Wang Feng, who was head of the United Front Work Department of the Northwest Bureau of the CCP. The Sinkiang Nationality College at Urumchi, headed by S 175 668 provincial governor Burkhan, was distinguished by a faculty of 350 Soviet advisors who made up 43% of the teachers. It graduated 1,700 minority cadres in 1953. The Sinkiang People's Government and the Sinkiang Sub-bureau of the Chinese Communist S 175 668 Party each have a cadre school which, along with the training classes, turned out 10,000 cadres by the end of 1955. By the summer of 1955, these two cadre schools and the Sinkiang Nationality College trained a total of 396 teachers and 4,355 educational cadres.

N *175 *668 The nationality autonomous areas were also used as nurseries for the incubation and training of nationality cadres. In Chinghai over a third of the native cadres were selected from activists in the people's governments.

*563 The purpose of study in the cadre schools was to "enable the students to shake off the bad influences and to strengthen their patriotic ideology." The cadres were drawn from the ranks of the students and from "upper religious circles" and, "on returning to national minority areas, they were able to conduct propaganda in a correct manner, do work actively and promote solidarity among various nationalities in pushing forward political, economic and cultural enterprises." (Kuang-ming jih-pao, February 24, 1954).

Allowing for the possibility of some duplications in the figures, the number of national minority cadres trained may be estimated by adding the numbers mentioned in the Communist press (see Table 2).